DOCUMENT RESUME

ED 437 066 IR 057 602

AUTHOR	Oberg, Dianne; Hay, Lyn; Henri, James
TITLE	The Role of the Principal in an Information Literate School Community: Findings from an International Research Project.
SPONS AGENCY	International Association of School Librarianship, Seattle, WA.; International Federation of Library Associations and Institutions, London (England).
PUB DATE	1999-11-00
NOTE	17p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Administrator Attitudes; *Administrator Role; Elementary Secondary Education; Foreign Countries; *Information Literacy; Librarian Attitudes; Librarians; *Library Services; Library Surveys; *Principals; Program Development; *School Libraries; Time Management
IDENTIFIERS	Administrator Surveys; Teacher Librarians

ABSTRACT

This paper reports the results of an international study of the principal's role in developing and supporting information literacy programs in Australia, Canada, Finland, France, Japan, Scotland, and South Korea. Principals and librarians in all countries except South Korea differed significantly on the amount of time they perceived the principal to spend on tasks related to the information literacy program. Principals and librarians in Australia, Finland, and Scotland agreed about the amount of time they thought the principal should spend on such tasks in the future. In Canada, Japan, and South Korea, however, there was a significant difference between the two groups. Overall mean scores on present and future perceptions suggest that, in five of the six countries, principals and librarians are well-aligned in their beliefs about the role of the principal; the exception was Scotland, where school librarians are not qualified teachers. These and other findings should be useful to principals and librarians in schools throughout the world, as they struggle in difficult times to provide quality schooling and information services and to contribute to the development of literate and independent library users. (Contains 18 references.) (Author/MES)

Reproductions supplied by EDRS are the best that can be made
from the original document.

The Role of the Principal in an Information Literate School Community

Findings from an International Research Project

ED 437 066

Dianne Oberg, Ph.D.
<döberg@ualberta.ca>

Associate Professor
University of Alberta
Canada

Lyn Hay

Lecturer
Charles Sturt University
Australia

James Henri, Ph.D.

Senior Lecturer
Charles Sturt University
Australia

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

K. Haycock

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

This paper reports the results of an international study of the principals' role in developing and supporting information literacy programs in Australia, Canada, Finland, France, Japan, Scotland, and South Korea. Principals and librarians in all countries except South Korea differed significantly on the amount of time they perceived the principal to spend on tasks related to the information literacy program. Principals and librarians in Australia, Finland, and Scotland agreed about the amount of time they thought the principal should spend on such tasks in the future. In Canada, Japan, and South Korea, however, there was a significant difference between the two groups. Overall mean scores on present and future perceptions suggest that in five of the six countries principals and librarians are well-aligned in their beliefs about the role of the principal; the exception was Scotland where school librarians are not qualified teachers. These and other findings should be useful to principals and librarians in schools throughout the world, as they struggle in difficult times to provide quality schooling and information services and to contribute to the development of literate and independent library users.

IR057602

BEST COPY AVAILABLE

Introduction

This research had its origin in projects undertaken by the researchers in Canada and Australia. Lyn Hay and James Henri completed a qualitative study in Australia (Hay & Henri, 1995; Henri & Hay, 1996), based on work done in this area by Dianne Oberg and Linda LaRocque in Canada (LaRocque & Oberg, 1990, 1991; Oberg, 1996). The Canadian project involved five schools in Alberta; the Australian project was undertaken in six schools in New South Wales. The qualitative studies provided in-depth analyses of the ways that principals working within an information literate school community are able to support the librarian. The projects also identified the methods used by librarians to involve the principal in the development of effective library and information services. Having identified the factors of influence and support that exist between the principal and the librarian in schools, the researchers have undertaken a quantitative study to examine these factors across a broader range of schools and contexts.

The International Study

The international study, funded by IFLA and IASL, involved surveying both principals and librarians about principal support. The researchers organized a full day workshop at the 1997 IFLA conference at which four papers were given on the research related to the role of the principal (Dogg Hafsteinsdottir,1997; Henri & Hay, 1997; Moore, 1997; Oberg, 1997). In addition, a workshop was held for members of the International Research Reference Group (IRRG) representing the seven countries involved in this international study (see Table 1). The role of this group was to: (1) provide input and advice regarding the adaptation and translation of the quantitative and qualitative instruments for their country; and (2) plan and administer the procedures for data collection, analysis, and reporting of findings for their country.

Table 1. International Research Reference Group

Australia	James Henri	Senior Lecturer
	Lyn Hay	Lecturer, School of Information Studies, Charles Sturt University, Wagga Wagga
Canada	*Dianne Oberg*	Associate Professor, School of Library and Information Studies, University of Alberta, Edmonton
Finland	Liisa Niinikangas	*Information Specialist and Partner, Lighthouse Consulting,* Tampere
France	Colette Charrier	President of FADBEN and Teacher-librarian, Lycee Guez de Balzac, Angouleme
Japan	Setsuko Koga	Professor, Department of Education, Aoyama Gakuin University, Shibuyaku
Scotland	James Herring	Head of School (Acting), Department of Communication and Information Studies, Queen Margaret College, Aberdeen
South Korea	Yoon Ok Han	Professor, Department of Library and Information Science, Kyonggi do University, Suwon-City

Research Methodology

Two model questionnaire sets—one for principals and one for librarians—were developed and tested in Australia. The three instruments in each of the questionnaire sets included both closed-choice and open-ended questions.

Instrument 1 to identified demographic variables for each of the country samples including the characteristics of the principals and librarians and the characteristics of individual schools. Principal and librarian respondents provided their own personal and professional details. In addition, the principals provided some whole school data, while the librarians provided specific library data. In this way, the researchers reduced the data input burden for participants and avoided duplication of data.

Instrument 2 was identified the level of principal support for the library program and the librarian. Both principals and librarians answered the same 50 questions (31 perception factors and 19 belief factors), using 5-point rating scales.

In Instrument 3, both principals and librarians responded to the same nine open-ended questions, related to the strengths and challenges of the library, the contributions of librarians to teaching and learning, the nature of information literacy, barriers to integration of information skills, the promotion of the library, and the respondents' roles in developing and supporting an information literate school community. Librarians answered two extra questions related to ways they used to maintain their credibility and ways that their principals could provide them with additional support.

BEST COPY AVAILABLE

Other papers (Hay, Henri & Oberg,1999; Oberg, Hay & Henri, in press) provide more detail in the background and on the design and administration of this international study. Readers should note that the terminology used for principals and librarians in schools varies considerably across the seven countries involved. Except in the case of direct quotes or where clarity of meaning requires, this paper uses the terms "principal," "librarian," and "library."

Findings from the International Study

This section of the paper includes highlights with examples from the findings for individual countries and with examples from the findings of the cross-country comparative analysis. A report homepage including data analysis reports and papers on initial research findings from the IRRG countries is available at <http://farrer.riv.csu.edu.au/principal/survey/report.html>. The researchers in each country selected the survey participants in the way most appropriate to their local context. There was no attempt at a country-wide survey. In several cases, there were not teacher-librarians in many of the schools in the country or in the schools in the regions that could be selected for the study.

In Australia the study was conducted within the Australian Capital Territory (ACT), a relatively homogeneous socio-political area with a population of approximately 310, 000. It included all schools within the ACT—both public and Catholic systems—that employed both a full time principal and a teacher librarian. There were 191 public schools (with K-6, 7-10, and 11-12 schools) and 55 Catholic schools (with K-6 and 7-12 schools) surveyed.

In Canada, the study was conducted in the elementary and secondary schools of the province of Alberta in western Canada. Not all schools in Alberta have teacher-librarians and no school district in the province is large enough to have 200 schools with teacher-librarians. The sample for this study consisted of 252 schools, scattered across the province, with a teacher-librarian assigned at least one-half time to the school library program.

In Finland the study was conducted in 86 upper secondary schools in the south of the country. The Helsinki region (including Helsinki, Espoo, Vantaa, and Kauniainen), the only metropolitan area in Finland with a population of more than one million, was the target area of the research. Two towns to the north of Helsinki, Tampere (population of 180,000) and Lahti (population of 70,000), were also included. Lahti is a town with experimental mixed upper secondary and vocational schools and is well known for its school library development.

In Scotland, virtually all state secondary schools (those with students aged 11-18) have professional librarians who are referred to as "school librarians". This project included only state secondary schools since primary schools in Scotland do not have school librarians and some schools in the private sector do not have qualified librarians. Two hundred schools (50% of all Scottish secondary schools), with an equal balance of urban and rural schools, received the questionnaire.

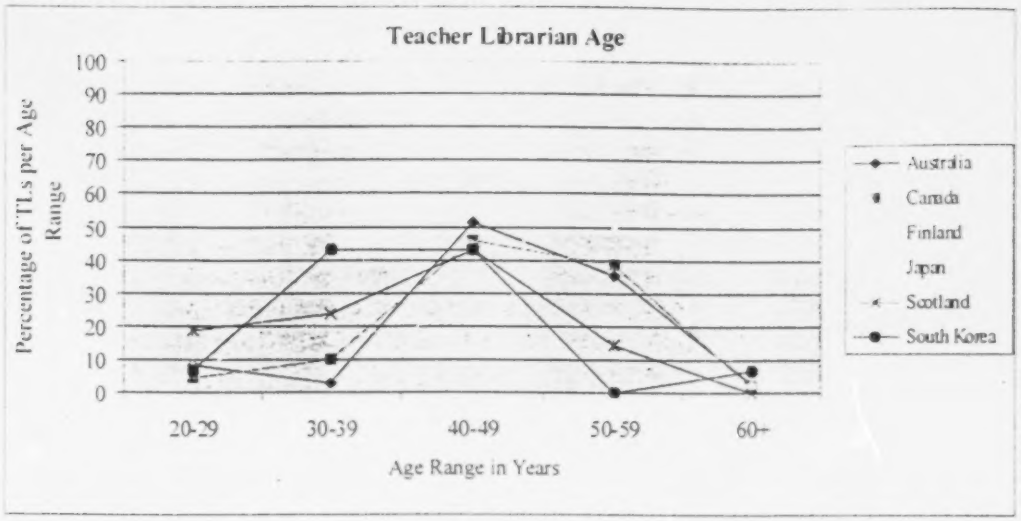
In Japan the study was conducted in 40 high schools serving students aged 15-18 in Tokyo, an urban context, and in 60 primary and junior high schools serving students aged 6-14 in northern and central Japan, a rather rural area.

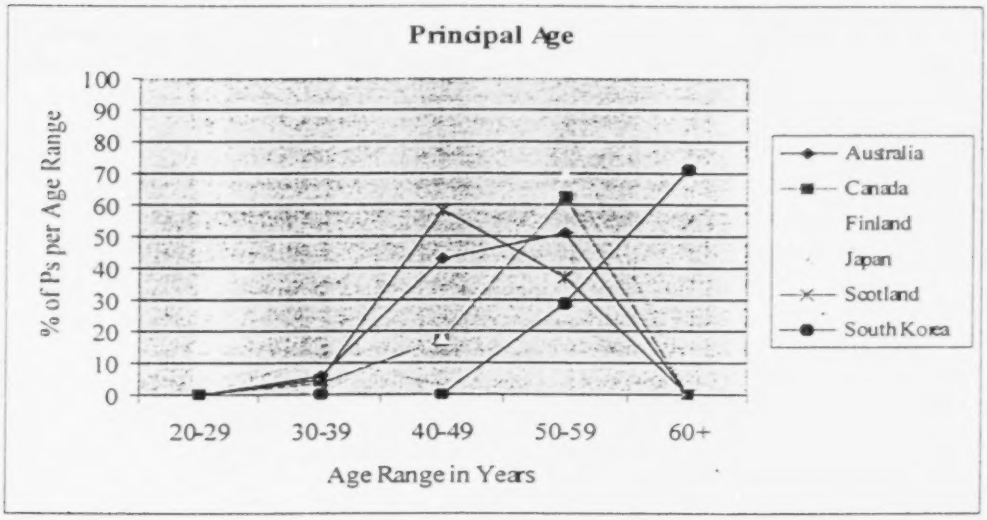
In South Korea the study was conducted across the 11 high school districts of Seoul. Random sampling to select research participants was not possible because all high schools in Seoul do not have teacher-librarians. Thus, the 141 high schools in Seoul that have teacher-librarians were selected for the study. In all of Korea there are 252 teacher-librarians and 175 of them are in high schools.

In France the study was conducted in two different educational regions, Grenoble and Nice. The researchers contacted one in three of the schools in the two regions and a total of 295 secondary schools—colleges serving students aged 11-15 and lycees serving students aged 15-18—received the questionnaire. The schools were located in different geographical areas: urban, rural, remote, mountainous, and seaside. The researchers in France completed their own data analysis and reported overall findings at the 1998 IFLA conference. However, the data from that study is not yet available in English and therefore could not be included in this paper.

Sample Findings from Instrument 1

Gender and age were two significant differences evident in the data from Instrument 1. Across all of the countries in the study, most principals were male and most librarians were female. This gender difference was significant for all of the countries in the study, even though the actual gender percentages varied from country to country. The percentages ranged from 57% in Australia to 88% in Japan for male principals and from 74% in France to 100% in Australia for female librarians. Most principals were older than most librarians. This age difference was also significant for all of the countries. Most principals were in their fifties while most librarians were in their forties. The exceptions were in South Korea where most principals were over 60, in Scotland where most principals were in their forties, and in Finland where most librarians were in their fifties.





Sample Findings from Instrument 2 Data

Overall Mean Scores for Perceptions and Beliefs

In order to get an overall comparison of the data across the countries and to test the correlations between the overall responses of librarians and principals in those countries, overall mean scores were calculated for Present Perceptions, Future Perceptions, and Beliefs for the librarians and the principals in each country. The overall mean scores were obtained by adding together the means of the questions and statements using the 5-point rating scales for Part A: Perception Factors (0=no comment, 1=none, 2=a little, 3=some, 4=a lot), and Part B: Belief Factors (0=no comment, 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree). Table 2 reports the overall means and p-values for comparisons.

Table 2. Overall Mean Scores, Present and Future Perceptions

	AU	CA	FI	JP	KR	SC
Present						
Librarian - Mean	88.71	95.75	66.00	71.72	73.89	73.83
Principal - Mean	103.03	107.14	77.88	84.07	81.76	87.07
p-value	.001	.003	.008	.001	.038	.004
Future						
Librarian - Mean	104.29	96.85	85.19	86.99	82.70	94.67
Principal - Mean	108.80	111.83	85.48	103.49	96.95	98.59
p-value	.254	.003	.956	.000	.001	.430
Beliefs						
Librarian - Mean	62.55	64.48	41.31	55.97	56.68	56.07
Principal - Mean	60.60	64.29	44.83	60.04	54.53	50.64
p-value	.154	.890	.169	.019	.208	.001

Based on the above overall mean scores for Present Perceptions, principals and librarians in all countries but South Korea differed significantly on the amount of time they perceived the principal to spend on tasks. The four main tasks with a significant amount of disagreement included:

- advocating and facilitating the development of an information literate school community
- demonstrating support for collaboration between the teacher-librarian and teaching staff
- ensuring that the teacher-librarian has an appropriate allocation of support staff
- allocating adequate, flexible time for the teacher-librarian to administer the school library.

However, in all countries, principals viewed themselves as spending more time or slightly more time on tasks than did the librarians.

According to the overall mean scores for Future Perceptions, principals and librarians in Australia, Finland, and Scotland were aligned (no significant difference) in regards to the amount of time they thought the principal should spend on tasks in the future. In Canada, Japan, and South Korea, however, there were significant differences between the two groups; the principals believed they should spend more time on the tasks in the future than did the librarians. For example, in Canada principals and librarians differed significantly on 22% of the tasks, in South

Korea, on 42% of the tasks, and in Japan, on 63% of the tasks. The following tasks were common to these three countries where the principal and librarian differed significantly:

- advocating and facilitating the development of an information literate school community
- informing new staff about the importance of collaborating with the teacher-librarian
- encouraging teachers to incorporate the learning and use of a range of information skills into their teaching programs and to assess process skills as well as content.

For each of these tasks librarians thought that their principal could give "a little – some" more attention to these tasks, whereas the principals felt they should give "a lot" more attention to these tasks. This suggests that the librarians in Canada, South Korea, and Japan have relatively low expectations regarding the information literacy advocacy role of the principal in the school.

According to the overall mean scores for Beliefs, principals and librarians in five of the six countries are well-aligned in their beliefs. The exception is Scotland where school librarians are not qualified teachers. This finding is of particular interest to the school library profession in the United Kingdom, as James Herring (1998, pp. 3-4), the Scotland IRRG member observes:

The school librarians and headteachers differed in that

- *Headteachers agreed that school librarians should have dual qualifications but school librarians did not agree*
- *Headteachers believed that cooperative planning and teaching should take place in the library and in the classroom*
- *Headteachers did not agree that the school librarian should be an IT leader in the school.*

These disagreements are surprising to this author and it would be interesting to see if the same results occurred from a larger response. If it is true that headteachers favour dual qualifications for Scottish school librarians, then this would raise an issue that has lain dormant in the UK for a number of years. The school librarians' disagreement on the issue of cooperative planning and teaching in the library and the classroom is surprising and, if this reflects a wide held belief, is worrying. School librarians are encouraged to plan cooperatively with teachers and not just with regard to the library. Also, if headteachers **do** believe that school librarians should not be IT leaders in the school, then school librarians need to make headteachers more aware of their IT skills.

Overall Task Priorities for Principals

The researchers next looked at the means for each of the questions related to tasks that the principals might carry out in support of the development of an information literate school community (Questions 1-31). Both principals and librarians rated each of the tasks in terms of the time/attention that the principal was giving the task at present and should give the task in future. Table 3 provides a cross-country comparison of librarian and principal Present versus Future Perceptions based on T-tests results. The letter 'M' identifies those tasks requiring significantly more attention by principals in future.

Table 3 shows considerable alignment between principals and librarians in both Canada and Japan. However, this alignment occurred at opposite ends of the attention spectrum. While there was overall consensus in Canada that principals *did not* need to focus more attention on the majority of tasks (except for two items, Q.12 and 31), principals and librarians in Japan agreed that principals *did* need to spend more time/attention on nearly two-thirds of the tasks (20 out of 31 tasks). There was only one task that both respondent groups in Japan agreed *did not* require further attention – Q.18 dealing with principal visits to the library to observe the work of the librarian.

In both Japan and South Korea, the principals identified many more tasks that they felt required more of their attention than those identified by the librarians. One possible cause of this high level of Future attention might be that the process of completing these survey instruments acted as an awareness-raising exercise for the principals as to the potential support they could give their librarian. In Australia, respondent groups were aligned on 68% of the tasks; however, seven of the ten remaining tasks were identified by the librarian as requiring more principal attention. This suggests that Australian librarians have higher expectations of principal support than Australian principals do. The top five items identified as requiring significantly more principal attention across all countries included:

- informs new teaching staff about the importance of collaborating with the librarian
- encourages the teaching staff to invest time in cooperatively planning and teaching with the librarian
- actively seeks outside school funding possibilities that can be used to supplement the library budget
- seeks feedback from staff about their impressions of the quality of library services
- works with the librarian to develop the librarian's personal professional development plan

Table 3. Activities Identified as Requiring Significantly More Attention

No.	Question	Canada		Australia		Finland		Scotl
		TL	PR	TL	PR	TL	PR	TL
1	Facilitate development of ILSC					M		M
2	Ensure information literacy in school plan			M		M		M
3	Facilitate professional development (PD) of staff					M		
4	Advocate TL role in school curriculum					M		
5	Support collaboration between TL & staff				M	M		
6	Ensure SLRC reflects school goals							
7	Ensure appropriate allocation of support staff							M
8	Allocate adequate, flexible time for TL					M		M
9	Encourage staff involvement in development of SLRC			M		M	M	M
10	Encourage staff invest time to CPPT with TL		M	M	M	M	M	M
11	Facilitate staff PD in understanding & use of IT					M		
12	Inform new staff re importance of collaboration with TL			M		M		M
13	Support currency/relevancy of SLRC collection				M	M		M
14	Encourage staff debate re information policy			M		M		
15	Ensure significant funding allocated to SLRC budget					M		
16	Seek outside funding to supplement SLRC budget			M		M	M	M
17	Engage in regular/timely communication with TL					M		
18	Visit SLRC to observe work of TL			M		M	M	M
19	Encourage TL to debate/justify current practice							M
20	Ask questions of TL re teaching & learning					M		
21	Rely on TL to keep PR abreast of developments re TL role				M			
22	Seek advice from TL re whole school information management			M				
23	Encourage TL to take risks			M				
24	Encourage staff to use wide range of resources in teaching							M
25	Encourage TL leadership in development of info skills continuum				M			
26	Work with TL to develop his/her personal PD plan							M
27	Advocate TL as member of key schoolwide committees							M
28	Encourage information skill integration and assessment by staff					M	M	M
29	Provide time release & funding for TL's ongoing PD					M		
30	If TL not on key committee, PR ensures SLRC needs addressed			M		M	M	
31	Seeks staff feedback re quality of SLRC services	M		M	M	M		M
								M

BEST COPY AVAILABLE

Sample Findings from Instrument 3

This section of the paper presents samples of the findings from Instrument 3 based on the studies conducted in Canada, Australia, Scotland, South Korea, and Finland. The Japan study did not include Instrument 3. As well, not all participants who responded to Instrument 1 and 2 completed Instrument 3 and not all those who completed Instrument 3 responded to all of the questions in that instrument. For example, for Canada, the responses of 43-47 of the 59 librarians and 18-31 of the 40 principals who participated in the study provided the themes for each of the open-ended questions from Instrument 3. However, approximately the same proportion (about 75%) of the librarian respondents completed the open-ended questions as did the principal respondents.

The researchers analyzed responses to the open-ended questions on Instrument 3 through a process of reading and rereading responses, noting the content of responses, identifying themes or categories according to the content, and then grouping and re-grouping the responses within the themes or categories. This interpretive process began with reading all the responses to get an overall sense of the data, and then analyzing each of the open-ended questions. This same content-analysis approach provided data for the cross country comparisons.

All of the five countries responding to Instrument 3 reported that two key strengths of the library were an emphasis on supporting staff and students in teaching and learning and the provision of resources and equipment. In all but South Korea, there were frequent mentions of trained and qualified staff as a key strength. In Canada and Finland, the library as an environment that was open, inviting, well-organized, and connected to other libraries was also seen as important.

Funding for school libraries was one of the challenges that was high on the list for all five countries. In some countries this reflected the low levels of funding to education as a whole; in others low salaries for library staff or competition from IT for a piece of the budget pie constituted the challenge. In all but South Korea IT represented an important challenge in terms of the need for constant upgrading of technology and in terms of the demands for staff training and for user education. In Canada, Scotland, and Finland, a key challenge was support for the library from school administrators and from teachers.

Participants in all of the five countries mentioned the provision and organization of information and resources as one of the critical functions of librarians. All but South Korea identified providing in-service training for and cooperative planning and teaching as the other two critical contributions that librarians made to the teaching and learning in schools. Principals and librarians in Canada and Australia differed in the emphasis they placed on these two functions: principals tended to focus on the librarians' role in professional development, in enabling things to happen, while librarians tended to focus on the frontline responsibilities of planning, teaching, and evaluating learning as equal partners with other teachers. In Scotland and Australia, the role of the librarian in IT, both IT management and IT user education, was also very critical.

When asked about the effect of the library being closed for more than two weeks, participants in all countries agreed that there would be losses in access to resources and in the teaching of information skills. They suggested that instructional strategies might become less varied and less student-centered and that teachers might rely more on the textbook approach.

The next question asked about the impact of the librarian being absent for more than two weeks. Participants in three out of four of the countries (no responses were available from South Korea for this and the next question) agreed that there would be serious declines in the instructional program related to information skills. The majority of the participants from Finland suggested that there would be little impact on teaching and learning. In order to ensure access to the library when the librarian was absent, participants in Canada and Australia reported that there would be efforts made in some schools to hire a replacement with at least teacher qualifications but generally in Scotland and Finland there would be no such efforts.

When asked to identify the strongest element in the definition of information literacy, participants from all five countries agreed it was the ability to access information from a variety of sources. Principals and librarians in South Korea and Scotland and principals in Australia made special mention of the ability to access information from electronic sources. In all but South Korea there was some recognition of the process approach to information access and use but only in Australia was a specific process model mentioned with any frequency.

Participants in all five countries acknowledged that teachers' attitudes and beliefs constituted one of the major barriers to the integration of information skills across the curriculum. Time available for teachers and librarians to work together was seen a barrier by principals and librarians in Australia, Scotland and Finland and by librarians in Canada. Lack of "top-down support"—limitations in the principal's understanding and leadership and lack of a school information skills policy or curriculum--was seen as a barrier by librarians in all but Finland. Educational practices such as compulsory courses with rigid content requirements, university entrance examinations, and government testing programs were seen as barriers by librarians in South Korea and Canada and by principals in Finland. Funding was seen as a barrier by principals in South Korea, Canada and Scotland.

Looking Forward

This paper has begun to explore the richness of the data and has identified some approaches to a comparative analysis of the findings across the participating nations. The comparative analysis has, in turn, identified some common concerns, priorities, and beliefs of principals and librarians across a diverse range of educational contexts. This is where individual countries could learn from each other regarding programs and strategies that effectively support the development of information literacy in schools. That process has begun, as the following comments from researchers in participating countries illustrate.

> *[In South Korea] the principals believed they spend some time and should spend more time on tasks for an information literate school community in the future .... However, the teacher-librarians respond that their principals have no concern for the role of the teacher-librarian in the instructional program, and their principals do not have interest in seeking collaboration of the teacher-librarian with respect to issues of whole school information management. Already the facts have been revealed that the principal's understanding and advocating of the school library is very important for the development of an information literate school community. The Korean principals perceived that the*

attainment of information literacy is part of the school plan; however, their basic understanding of the school library is not sufficient. (Han, 1998, p. 8)

Strategies for improving cooperation between school librarians and headteachers in relation to the development of information skills in schools should be developed and disseminated to ***both*** *headteachers and school librarians. A follow up study [in Scotland], either to repeat the questionnaire exercise for those who did not respond or to choose a sample of school librarians and headteachers for interview, should be considered. ... This study is a valuable contribution to research in the school library/information skills area and has the potential to be of value to school librarians and headteachers in that it highlights the importance of information skills development and the key role which school librarians can play in this area.* (Herring, 1998, p. 4)

Principals and school librarians should be equal partners in a shared process. The earlier studies ... have shown that principal's support is vital to the well-being and development of the school library. The school librarian should also bear her/his part of the challenge of the educational reform. Above all, the educational policy and the socio-economic factors within each country establish possibilities for school libraries. This research gave some hints for developing Finnish school libraries, whether in collaboration with public libraries or inside schools as the school's learning resource centers. The results of the research may not be valid for a small amount of the participating schools, but they can and need to be used for the benefit of Finnish learners and teachers. (Niinikangas, 1998, p. 13)

The Australian findings demonstrate that there is a significant affinity between principals and teacher librarians with respect to information literacy issues. This will allow a concentration on those issues that are seen as contentious and will facilitate the development of a short instrument that could be used to generate data on these key issues. (Henri, 1998, p. 6)

Acknowledgements

The authors acknowledge with thanks the contributions of: Geoff Fellows of the Internet Special Project Group (ISPG) at Charles Sturt University for his programming knowledge and general technical expertise; Natasha Wood, Charles Sturt University Psychology Honours graduate for her data analysis and reporting of Instruments 1 and 2; Heather Empey, University of Alberta MLIS graduate for her work with NUDIST*QSR on the data from Instrument 3; and Jennifer Branch, University of Alberta PhD Candidate, for her work on the cross country analysis for Instrument 3 data.

References

Charrier, Colette, Bacconnier, Brigitte, & Van Cuyck, Alain. (1998). The France experience . [The role of the principal in an information literate school community: An international research panel]. Paper presented at the IFLA Conference, Section of School Libraries and Resource Centres, Amsterdam, Holland.

Available online: <http://farrer.riv.csu.edu.au/principal/survey/report/paper_FR.html>.

Dogg Hafsteinsdottir, Hafdis. (1997). The attitude of Icelandic principals towards school libraries: A survey. Paper presented at the IFLA Conference, Section of School Libraries and Resource Centres, Copenhagen, Denmark.

Available online: <http://www.ifla.org/IV/ifla63/63hafh.htm>.

Han, Yook-ok. (1998). Principals and school librarians working within an information literate school community: Research from Korea [The role of the principal in an information literate school community: An international research panel]. Paper presented at the IFLA Conference, Section of School Libraries and Resource Centres, Amsterdam, Holland. Available online: <http://farrer.riv.csu.edu.au/principal/survey/report/paper_SK.html>.

Hay, Lyn, & Henri, James. (1995). Leadership for collaboration: Making vision work. Paper presented at the IFLA Conference, School Libraries Programme Session, Istanbul, Turkey. Available online: <http://www.ifla.org/IV/ifla61/61-hayl.htm>.

Hay, Lyn, Henri, James, & Oberg, Dianne. (1999). The role of the principal in an information literate school community: Think global, act local. In James Henri, & Karen Bonanno (Eds.), *The information literate school community: Best practice* (pp.119-144). Wagga Wagga, Australia: CIS.

Hay, Lyn, Henri, James, & Oberg, Dianne. (1998). The principal's role in developing information literacy: Findings from Australia and Canada. In S. Shoham & M. Yitzhaki (Eds.), *Education for all: Culture, reading and information* (pp. 69-80). Proceedings of the 27th International Conference of the International Association of School Librarianship, Ramat-Gan, Israel.

Henri, James. (1998). Developing information literate schools: Findings from Australia [The role of the principal in an information literate school community: An international research panel]. Paper presented at the IFLA Conference, Section of School Libraries and Resource Centres, Amsterdam, Holland.

Available online: <http://farrer.riv.csu.edu.au/principal/survey/report/paper_AU.html>.

Henri, James, & Hay, Lyn. (1996). The principal's role in developing and supporting an information literate school community. In *Beyond the Horizon: Conference Proceedings*

of the Fourteenth Biennial Conference of the Australian School Library Association (pp. 111-125). West Perth, Australia: ASLA.

Henri, James, & Hay, Lyn. (1997). Understanding principal patronage: Developing and piloting a quantitative instrument. Paper presented at the IFLA Conference, Section of School Libraries and Resource Centres, Copenhagen, Denmark.

Available online: <http://www.ifla.org/IV/ifla63/63heha.htm>.

Herring, James. (1998). The Scotland experience: A report [The role of the principal in an information literate school community: An international research panel]. Paper presented at the IFLA Conference, Section of School Libraries and Resource Centres, Amsterdam, Holland.

Available online: <http://farrer.riv.csu.edu.au/principal/survey/report/paper_SC.html>.

LaRocque, Linda, & Oberg, Dianne. (1990). Building bridges between the library and the principal's office. *Proceedings of the 19th Annual Conference of the International Association of School Librarianship*, Umea, Sweden.

LaRocque, Linda, & Oberg, Dianne. (1991). The principal's role in a successful library program. *The Canadian School Executive*, 11 (4), 17-21.

Moore, Penny. (1997). Teaching information problem solving in primary schools: An information literacy survey. Paper presented at the IFLA Conference, Section of School Libraries and Resource Centres, Copenhagen, Denmark.

Available online: <http://www.ifla.org/IV/ifla63/63moop.htm>.

Niinikangas, Liisa. (1998). Principals and school librarians working within an information literate school community: The case of Finland [The role of the principal in an information literate school community: An international research panel]. Paper presented at the IFLA Conference, Section of School Libraries and Resource Centres, Amsterdam, Holland.

Available online: <http://farrer.riv.csu.edu.au/principal/survey/report/paper_FI.html>.

Oberg, Dianne. (1996). Principal support: What does it mean to teacher-librarians? In Laurel A. Clyde (Ed.), *Sustaining the vision: A collection of articles and papers on research in school librarianship in honor of Jean E. Lowrie (*pp. 221-230). Castle Rock, CO: Hi Willow Research.

Available online: <http://www.ualberta.ca/~doberg/prcsup.htm>.

Oberg, Dianne. (1997). Principal support: Research from Canada. Paper presented at the IFLA Conference, Section of School Libraries and Resource Centres, Copenhagen, Denmark. Available online: <http://www.ifla.org/IV/ifla63/63obed.htm>.

Oberg, Dianne. (1998). The Canadian experience: Research report [The role of the principal in an information literate school community: An international research panel]. Paper presented at the IFLA Conference, Section of School Libraries and Resource Centres, Amsterdam, Holland.

Oberg, Dianne, Hay, Lyn, & Henri, James. (in press). The role of the principal in an information literate school community: Design and administration of an international research project. *School Library Media Research.*